



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**FLIPGRID FOR THE DEVELOPMENT OF
ENGLISH PRONUNCIATION IN A2 LEVEL
STUDENTS**

Research Project

as a prerequisite to obtain a:

**Bachelor's Degree in Pedagogy of National and Foreign
Languages**

Advisor:

Msc. Tatiana Garcia

Author:

Ileana Carolina Lainez Vera

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title **FLIPGRID FOR THE DEVELOPMENT OF ENGLISH PRONUNCIATION IN A2 LEVEL STUDENTS** prepared by **LAINAZ VERA ILEANA CAROLINA** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

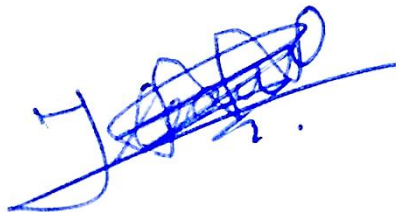
Sincerely,



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ILEANA CAROLINA LAINEZ VERA

AUTHOR

CI: 2450099458

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DEDICATION

I want to dedicate this little but big accomplishment to my grandparents that are not with us now but I am very sure that in this moment they are proud of me. I feel them with me in every morning, afternoon and night that I was really tired feeling a superhuman strength that inspired me to do my best. I will be a teacher just as they were so certainly that makes them feel fortunate to see me graduating and finishing every step to have a happy and stable future.

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With love

Ileana Carolina Lainez Vera

ABSTRACT

The present work is a research which objective was to determine the perceptions and impact of students and English teachers about the use of the web application Flipgrid as a tool to enhance the pronunciation skill of A2 level students. The population did not know anything about Flipgrid before the interviews in which Flipgrid were introduced by an interactive video and then their opinions and questions were asked. Flipgrid's principal characteristic is to interact in the application through videos which help students to practice in first instance what they want to communicate to avoid making mistakes. The qualitative method was applied in this research which let the researcher to implement the observation method as well as techniques such as: One by one interviews to students. This research determine that students and teachers think that Flipgrid is a great way to improve pronunciations in student by the repetition method because the consequence of recording videos will be to practice first a lot of times so that the pronunciation is as good as possible. As well as this research proved that the interest of students about English increases when they add a technological resources to their learning process.

Key Words: Application, technological resources, learning process, Flipgrid, pronunciation.

RESUMEN

El presente trabajo es una investigación cuyo objetivo fue determinar las percepciones y el impacto de los estudiantes y profesores de inglés sobre el uso de la aplicación web Flipgrid como herramienta para mejorar la habilidad de pronunciación de los estudiantes de nivel A2. La población no sabía nada sobre Flipgrid antes de las entrevistas en las que se presentaba Flipgrid mediante un video interactivo y luego se pedían sus opiniones y preguntas. La principal característica de Flipgrid es que la dinámica es que tienes que interactuar en la aplicación solo con videos lo que hará que los estudiantes practiquen en primera instancia lo que quieren decir para no cometer errores porque todos sus compañeros lo verán. En esta investigación se aplicó el método cualitativo el cual permitió al investigador implementar el método de observación además de técnicas como: Entrevistas uno a uno y método de observación. Esta investigación determina que los estudiantes y profesores piensan que Flipgrid es una excelente manera de mejorar la pronunciación de los estudiantes por el método de repetición porque la consecuencia de grabar videos será practicar primero muchas veces para que la pronunciación sea lo mejor posible. Asimismo, esta investigación demostró que el interés de los estudiantes por el inglés aumenta cuando agregan recursos tecnológicos a su proceso de aprendizaje.

Palabras clave: Aplicación, recursos tecnológicos, proceso de aprendizaje, Flipgrid y pronunciación.

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INTRODUCTION

English and technology are two terms that in the past were not associated because technology is something that only existed two or three decades ago. Furthermore, there was not information about it many years ago, but nowadays these two terms are strong together and guarantee an effective English learning for students of all ages. In addition, the global impact that technology had on education when it was discovered was really strong.

According to a group of researchers from University of Massachusetts Amherst studies made since 90s showed that teaching English is strongly attached to the enhance of methods and strategies used to make a favorable environment in which students are inspired because of the big dynamic range that technology such as laptops, cellphones or tablets offers to the consumer. (Detmar Meurers, 2010).

As the principal topic of this research is the use of Flipgrid to enhance pronunciation, it is interesting to mention that in Ecuador this web application has never been proven between educators-students. Furthermore, the impact of knowing a new tool to teach English such as Flipgrid is big enough to investigate through this research.

In the first chapter the principal topic and the title are stated with the general and specific objectives to determine the need of using Flipgrid as a tool to enhance pronunciation skills and the interest of A2 level students from Unidad Educativa “Virgen del Cisne”.

The initial problem is the poor use of technology in the process of teaching in public and private schools. Locally, in Santa Elena, Ecuador there are few schools that give importance to use internet connection to improve knowledge in every subject. Teachers use mostly the books

assigned by the school and the school platform for the process of teaching students which leads students lose the interest of learning foreign languages.

The most relevant facts that were discovered about enhancing pronunciation are that most of the students know grammar and listening skills but they barely know how English words are correctly pronounced (speaking skills). And why does this happen? Because teachers' methodology is mostly focused on teaching grammar correctly instead of practicing speaking longer during classes even though there are many method to improve speaking skills..

Positive results arise from this research, such as the need of the use of technological tools to enhance knowledge and the interest that students showed on the proposal of implementing technology and web applications during their learning process. On the other hand, students feel worried about the fact that they get easily distracted by the big range of social mobile applications that internet offers which means that the learning of good pronunciation through web pages might be tracked.

In conclusion, by the end of this research it would be known what are the facts involved behind the great paradigm of involving web applications such as Flipgrid to enhance students' abilities in English specifically in pronunciation. There were find important facts and points of view from students about the research topic taking into consideration the real context in which all of them are involved in the present year.

CHAPTER I

The Problem

Research Topic

English Teaching Strategies through Technology.

Title

Flipgrid for the development of English pronunciation in A2 level students.

Problem Statement

English in Latin America has become one of the most demanding languages in the world. Certainly, the whole world has implemented English as a subject in education because of the importance of acquiring a second language for students since their first school years; providing them the required aid to speak, listen, write and read correctly in a second language.

Ecuador's education is based on The Common European Framework of Reference for languages (CEFR), that sets four basic language skills in English Language which are: reading, writing, speaking and listening (Cambridge University Press and Assessment, 2022) which are used to make syllabus and other pedagogical planning, also books that are used in schools are under these established references. This is considered as relevant information because the requirements of each level are taking into consideration for the results as the sample of the project are A2 level students.

However according to a report of "Education First" Ecuador is in the 35th position in the world ranking of levels of English which is very low (Universo, 2015). It is also said that Ecuador's English Level have increased until 2015 because of the economic necessity as an oil country the increase of productivity depends on their successful treats in order to sell product.

In addition, in Ecuador according to the book English as a Foreign language created by the Ministry of Education, learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship (Educación, 2016). Online platforms could support the learning development as students are keen on using technology since their first years.

Flipgrid is a website that is used by teachers to facilitate the understanding of students in all kind of subjects. In this case, it is for pronunciation which will reinforce dynamically the way students learn to pronounce words through videos and exercises. It is said to be that students are more likely to learn through technology. (Lab, 2022)

In August 2011 the Ministry of Education of Ecuador presented the Agreement 306-11. This agreement added to the 3 hours week for EFL classes, two more periods to the elective subject in primary schools. As complementary subjects, teachers could choose among EFL instruction and Computer use (Education, 2011). Poor English teaching years before the educational change proved that the majority of students were not prepared for this changes. Consequently, students started to feel confused with all the grammar rules and complexity of the language.

Another relevant problematic aspects that were found are that speaking skills were identified as the most salient aspect in the language learning that affects students' ego (Guiora, 1972) and difficult to acquire in a new language. It is strongly related to human identity and the learner's level of self-confidence. Moreover, pronunciation plays a dominant role in the way communication partners are viewed (Keysar, Lev-Ari, 2010)

Nowadays, researchers began recognizing affective factors as equally relevant in learning as cognitive factors in the second half of the twentieth century, one of the most examined

affective variables in the field of foreign language learning was foreign language anxiety (FLA) (Kralova, 2017). According to Horwitz speaking skills are mostly affected by FLA (Elaine K, 2010) and one of its most immediate determinants is the concern over FL pronunciation as an essential factor in foreign language speaking.

In Santa Elena province there are a lot of schools in which students are lack of pronunciation skills because of the poor teaching on speaking skills with the required frequency and the social factors in which students are involved at schools that affects their self-confidence which is necessary to improve speaking. This project will be focused on Unidad Educativa Virgen del Cisne located in Santa Elena with around 200 students. This school presented problems on students at speaking skills specifically on pronunciation so the field of study will be students A2 English level through Flipgrid app to increase the level of pronunciation by the use of technology which they are very familiarized with.

Problem question

Is it necessary to apply Flipgrid tool to enhance pronunciation of A2 level students from Unidad Educativa “Virgen del Cisne”?

Specific questions

Which are the current learning levels in students’ English speaking skills?

Do students consider that the use of technological tools such as Flipgrid to be interesting for their learning process?

Is Flipgrid a tool that helps to enhance the social skills necessary to achieve students’ English pronunciation improvement?

General Objective

To analyze the need to apply Flipgrid tool by observing current English learning pronunciation and the interest of A2 level students.

Specific objectives

To determine the need to apply the Flipgrid tool according with the current English learning in pronunciation.

To interpret students' perceptions about the use of technology such as Flipgrid tool for the development of speaking skills.

To establish if the use of Flipgrid tool helps to improve social skills to achieve English pronunciation learning.

Justification

According to Mark Warschauer, Heidi Shetzer, and Christine Meloni, Internet for English Teaching represents an important contribution to the field in terms of advancing the integration of Internet technologies in language courses and in terms of promoting communicative approaches that are made more fully operational through the use of collaborative technologies. (Mark Warschauer, Heidi Shetzer, and Christine Meloni, 2000)

Taking into consideration the previous researched information when adding technology, the communicative approach will appear in the process and it will also mark a difference when using technological resources because it gives a lot of strategies and methods in which this study can base their results. The main objective is to improve pronunciation so it may be crucial to propose the creation online activities in which students can record their voice or videos. In this

task it could be taken into consideration the loudness of voice and the correct pronunciation of words.

The problematic situation in this case is the lack of English speaking skills in early education at Ecuadorian schools. There are many children that enjoy more being on the computer, cellphone or tablet instead of writing or painting so this is the opportunity to inspire students to learn through technology specifically Flipgrid webpage that offers a lot of possibilities to achieve a good learning in students in every topic.

In addition, teaching pronunciation by technology, in this case Flipgrid application, could improve English pronunciation in A2 level students acquiring the capability to understand when hearing word sounds and also to read them correctly. The dynamic application of Flipgrid is manageable and involving students who may find it funny and multisensory to hear the pronunciation of each word heard through the previous recording videos of other people using the web page.

This research can be the first step to apply Flipgrid in the process of learning English, also investigating the importance of the use of technology to improve English pronunciation and how social factors can affect speaking performances in students.

CHAPTER II

THEORETICAL FRAMEWORK

Background

Nowadays, the pandemic of Covid 19 arises virtual education became stronger in a global educational context in which teachers had to investigate new technological tools to keep an active learning of students. Web pages were found as an effective tool to enhance students'

abilities and even flexible for them to complete tasks in every place with internet connection.

(HANH, 2021)

Academic web pages arises such as: Google forms, Zoom, Padlet, Quizziz, Flipgrid, etc. Teachers took advantage of all the web pages and start using them frequently, Flipgrid is not a new application but it turned a good tool to enhance pronunciation in students.

An investigation done by Vietnamese EFL High School Students showed that Flipgrid-based portfolio significantly improved students' speaking performances in terms of pronunciation and fluency. Moreover, all the participants in the experimental group expressed a positive attitude toward the use of this online platform despite some mention of shortcomings (HANH, 2021)

According to LAI, Tang Thi; LIEN, Nguyen Thi Hong; VU, Nguyen Ngoc, Flipgrid has become an indispensable tool for mobile learning. This application is compatible with all kinds of cellphones which is very useful at the moment of using the application because the access of every student is guaranteed. (LAI, LIEN, & VU, 2021).

It is necessary to introduce effective pronunciation teaching techniques that can produce less anxiety about pronunciation within the communicative approach to teaching pronunciation (Kim, 2016). Another important aspect when performance speaking at schools is the social environment in which they are involved which can increase anxiety levels at the moment of presenting a speech in front of other classmates Anxiety and nervousness can affect their process of learning speaking skills specifically pronunciation and vocalization. Technological resources to enhance pronunciation will play an important role because students would feel more comfortable speaking in front of a camera instead in public. (Ali, 2018)

There are relevant facts that proved Flipgrid to be efficient for enhance of pronunciation and vocalization of English language which may give more accuracy to this research project.

There are global Flipgrid information but in Ecuador there are not recent studies about the use of this web application. This project will contribute to have new and relevant information about the use of web applications to teach English at schools.

Pedagogical basis

According to an investigation carried out by Al-Jamal and Al-Jamal demonstrated that most EFL students were very uncomfortable with their way of speaking English. They mentioned that they just speak academically which means that it was just some information that they had memorized but they do not know how to communicate their own thoughts in order to be understood by others. (Al-Jamal, 2013)

Taking into consideration that Covid 19 affected enormously academic processes in all the world, most students had lost some abilities that they used to develop when there were face to face classes (Per Engzell, 2021). (UNESCO, 2020) delivers a distance learning setting builder statement that sets that teachers should design activities to help learners actively to develop their abilities in order to achieve their goals in every topic but it was not the reality of every country. On the other hand, this fact will benefit this academic project because English learning pronunciation by an online applications, its need and the social factors are what will be taken into account through the whole project.

Flipgrid has been considered as an important tool for teaching in recent years because of online classes. Universities from all over the world start discovering online systems to teach for example a Bandung West Java University implemented Flipgrid between others to apply it in different college subjects. (Della Nuridah Kartika Sari Amirulloh, 2020)

According to (Tran Thi Bach Tuyet, Nguyen Duy Khang, 2020) in a recent study that involved questionnaires and interviews it has proved that Flipgrid reduces anxiety at the moment of learning foreign languages in EFL students. In addition, they said that through this system the improvement of students can be managed in a better way and with crucial evidence for their development. This means that online systems also help students to keep calm and retains information easily.

As Flipgrid is an online video community forum it can help students to improve pronunciation, speaking and collaboration among students so it is fairly to use this online application to improve English Learning. (Della Nuridah Kartika Sari Amirulloh, 2020). Knowing this, Flipgrid is supported enough in the web to be proved on students from Ecuador that are likely in level A2 according to Cambridge University which is what this research requires to have better results. (English, 2020)

Theoretical basis

A study done by Amirulloh, Damayanti and Citaningrumm that was based on the development of pronunciation through Flipgrid videos demonstrated that it is useful but not in an extended way. However, it improves efficiently the way students pronounce words because they had to practice a lot before recording their video so this help them to be conscious of what they were saying. (Della Nuridah Kartika Sari Amirulloh, 2020)

Facial expressions and gestures are also important when speaking and it was proved that students can improve this by the repetition in the practice time. Another investigated theory according to a recent research where Flipgrid was applied through an academic period in which students recorded five videos about different academic topics in which students concluded that

Flipgrid is an excellent online system to develop pronunciation, motivation, and confidence when speaking and pronounce words and also they increase their vocabulary a lot. (Lozada., 2021)

According to an English language learning blog, confidence in students increased when using Flipgrid, as students work as group their improvements of fluency, pronunciation, intonation improved with short videos answering a specific question made by the educator. The educator stated some words about students which are “I watch a student helping another with their pronunciation. They say the word over and over again. As a result, the student is much more confident and clear. They obviously benefit from the immediate demonstration and feedback in terms of how to say specific sounds.” (Curran, 2022)

Legal basis

According to Flipgrid’s web page they present the mission of them that is “Empower learners from all ages to define their voices, share their voices and respect the diverse voices of others. (Flipgrid, 2018) This is defined as a didactic resource that enhances speaking and pronunciation through videos.

Flipgrid uses different terms of use for content. The first one is that they do not guarantee that all the content will be confidentially, it can happen that other users delete other contents because that option is available so they recommend to back up all the videos that have been recorded. (Flipgrid Terms of Use, 2018). This fact determine that the reliability of the students at the moment of uploading a video to the application is regular.

According to the pronunciation references in English that are established in the Common European Framework and determined in linguistics, sociolinguistics and pragmatics. The use of Flipgrid can afford all of this references, studies have proved all the linguistics include lexical,

grammatical, phonological, and orthopedic, among others. The Framework clearly distinguishes between the pronunciation of the oral language and the pronunciation of a written text.

(Languages, 2020)

In the same section 5.2.1.4. a total of six levels of pronunciation were activated, to the general levels of learning corresponding to LE set by the Framework (A1, A2, B1, B2, C1, C2), and the student's phonic competence is described in each of them. But the levels detail only the student's ability to produce in SL, that is, pronunciation is not taken into account as perception.

(Rigol, 2005)

Variables of the study

What is Flipgrid?

According to a relevant investigation from a student from University of Central Lancashire, “Flipgrid is an online video discussion platform designed to empower learners and facilitate social interaction between students.” (Stoszkowski, 2018). Students will take advantage of this technological source to add accuracy to their English studies.

This website is used for academic goals, the dynamic of this platform is to record videos about any topic with the purpose of enhance the ability pronunciation and speaking in foreign languages but it is most commonly used for English Language Learning.

“Teachers can also allow students to record replies to classmates' responses. There are a variety of moderation features teachers can turn on or off per topic. The CoPilot feature allows more than one teacher to be a grid moderator. Teachers have access to a help center and two active teacher communities: Disco Library for sharing grid templates and GridPals for connecting with educators and classrooms around the world.” (Flipgrid, 2022)

What is English pronunciation?

According to Aliaga Garcia “English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation” (Garcia, 2007)

Another valid concept was investigated by (Fraser, 2000) teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction.

Pronunciation is the correct production of a sound, word or phrase with the tongue in order to communicate information to someone else with the purpose to be understood and replied. There are a lot of people that has their own points of view of what English pronunciation is for. One of the most relevant theories about English pronunciation is “Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers’ or the listeners’ viewpoints” (Burder, 1976)

What is level A2 in English Language?

English is based on different levels that represents how much knowledge person has according to the four abilities: Listening, Speaking, Writing and Reading. In this case, according to the University of Cambridge Assessments defines A2 Key as a basic level qualification that shows a candidate has achieved a good foundation in learning English. (English, 2020)

An A2 level student might know what the English phonemes, rhythm, and enunciation are. Pronunciation is a key part of phonological competence. It is also said that insufficient affect a learner intelligibility which is a main focus of communicative language teaching. It is also important for assessing language production. (Barker, 2019)

CHAPTER III

Methodological Framework

Method

The present research was centered in a qualitative method. This method allowed to achieve the specific objectives about enhance the pronunciation of A2 level students from Unidad Educativa Virgen del Cisne; and this method was focused in behavioral and social sciences anthropology, psychology and sociology

In theory the qualitative method is commonly used when researchers are focused on how people make sense of a topic and how they interpret different situations based on the researched topic (Sharples, 2003) .

"Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena, in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials... that describe routine and problematic moments and meanings in individuals' lives." (Denzin, 2008)

The mentioned method facilitates students from all kinds of majors to develop their research paper better. This method works with the perception of people about the topic and how they think it will help students to enhance their English language. A moderator is designed for each meeting to take care of every aspect of the topic to go with coherence and without any difficulty.

Also this method allowed us to recognize what students are suitable for the research topic. To generalize the investigation, qualitative method helps to find out the different issues

about pronunciation in the students. In addition, this method also helps to collect certain information to achieve the research goal.

Type of Research

Phenomenological Studies

A phenomenological study is closed to the reality of each person. It investigates what the individual thinks or perceives from the world. In this case, this research is interested on knowing how mobile applications could enhance their ability to pronounce well and improve their English language speaking.

It also tries to know the significance that people give to their own experience, the important part is to learn the interpretation process in which people define their world and act accordingly (Gil, 2014). The interpretation of this study might be according to why students are required to learn pronunciation, also how important is to recognize their English learning needs according to speaking skills in order to improve knowledge and improve their social abilities generating their self-confidence.

Data Collection Techniques

It is crucial to use pedagogical techniques for this study because it helps to gather a lot of important information which will be beneficial at the moment of presenting the whole project. The importance of this technique is based on the benefits that it offers to the investigation which are accuracy, clarity, relevance and transparence. When techniques are used the problem can be detected as well as the solution taking into consideration the opinion of the population involved.

Techniques use data from different people that will add value to the investigation, also the use of techniques helps to achieve more deep and precise results.

The following techniques were used in the present research:

One on one interview

An American researcher described that one on one interview refers to a depth investigation to one by one between an individual respondent and a professional qualitative researcher. Its advantages are:

- High response rate can be collected
- Reduces missing information;
- Measures reactions;
- Interviewer can cover a wide range of topics related to Technology and Education.
- Structured questions have the advantage of being easier to analyze. (Care, 2022)

The interview was made through Zoom program in which students connected in order to answer the questions stated by the researcher about their perceptions of using web platforms to enhance their pronunciation abilities. The researcher also made an explicit explanation about Flipgrid to let students know how it works, which advantages does this platform have for their learning process and how it can be favorable for them as students.

Results from the observation

Observation method allows to look at the problem and analyze it carefully. This method will help this project to contextualize the study of A2 English students' performances from "Unidad Educativa Virgen del Cisne" when they presented a speech task in front of their classmates to know how were their pronunciation levels according with speaking abilities

indicators mentioned in an observation sheet classifying each indicator as achieved or not achieved.

The observation was carried out by being in the English classes that students received at school. When students received a worksheet about grammar rules they solved it easily but at the moment of talking in expositions tasks they just do not know to speak in a fluent way. In some cases they paused their speaking because they do not remember the next word but when it was remembered by the teacher or classmates they could continue talking in the correct tense but with mispronounced words.

Using the observation method the motivation, attention, concentration, knowledge and behavior can be easily identified. A suitable environment to analyze the real difficulties that students have on English pronunciation will be created in students, however students' attitude seemed anxious and nervous about talking in a foreign language in front of their classmates due to this, students low their voice levels, lose fluently and mispronounce words.

Instruments:

Questionnaire

Based on the qualitative methodology, open questions were stated about the topic of this research project. It is important to state questions that follows the determined requirements which means that they need to be clear, precise and straight to the point. The questionnaire was based on the opinions of implementing Flipgrid to enhance pronunciation in students, how are technological tools carried by teachers at school.

Type of questions:

The type of questions applied are open questions because qualitative method is used in this research. Six questions were stated to students who demonstrated great interest in the topic because of their complete and informative answers.

The tool used for the interview was Zoom meetings where students connected in order to heard the topic introduction and answer all the questions according to their own perceptions and experiences using online platforms to enhance their English abilities.

The principal reason why this online questionnaire was used is because through it the respondents feel comfortable knowing that it will be anonymous therefore students could express their thoughts in an open way which makes this research more effective at the moment of analyzing the whole answers. The purpose of the questionnaire is to analyze the need of using web applications to enhance the pronunciation skills of A2 English level students from Unidad Educativa “Virgen del Cisne” according to their perceptions.

Data Collection Processing and Resources

Table 1

Data Collection Plan

BASIC QUESTIONS	EXPLANATION
What for?	Improve English pronunciation in students
Where?	At Unidad Educativa “Virgen del Cisne”
When?	2022-2023

How?	Through interview and observation.
What for did you collect information?	To determine de need of using Flipgrid.

Population

The population of this research to gather as much information as possible to make this project truthful is made up by 10 A2 level students at Unidad Educativa “Virgen del Cisne”.

Table 2

Population of this study

Nº	Description	Quantify
01	Students of A2 English Level Students	10
TOTAL		10

Note: *Second Baccalaureate students from Unidad Educativa “Virgen del Cisne”

Sample

The sample size of this project is manageable and consistent to be able to determine the outcome of the collected information. The whole data gathered is included in this research and as the qualitative method is used no formula was applied.

CHAPTER IV

ANALYSIS OF FINDINGS

Interpretation of the data of one on one interview

The objective was to analyze the perception of A2 level students about enhancing pronunciation through the use of applications. The selected population from second baccalaureate of Unidad Educativa “Virgen del Cisne” answered the following open questions according to their own thoughts. The qualitative data was collected by Zoom web where students connected and they were introduced Flipgrid application through a short explanation so they could understand what the interview was about.

Interpretation data of the interview to A2 level students.

Question 1:

What is your opinion about your English class? Are there some aspects that you would like to include?

Figure 1

Students' interview (Question 1)



Source: nubedepalabras.es

Author: Ileana Lainez Vera.

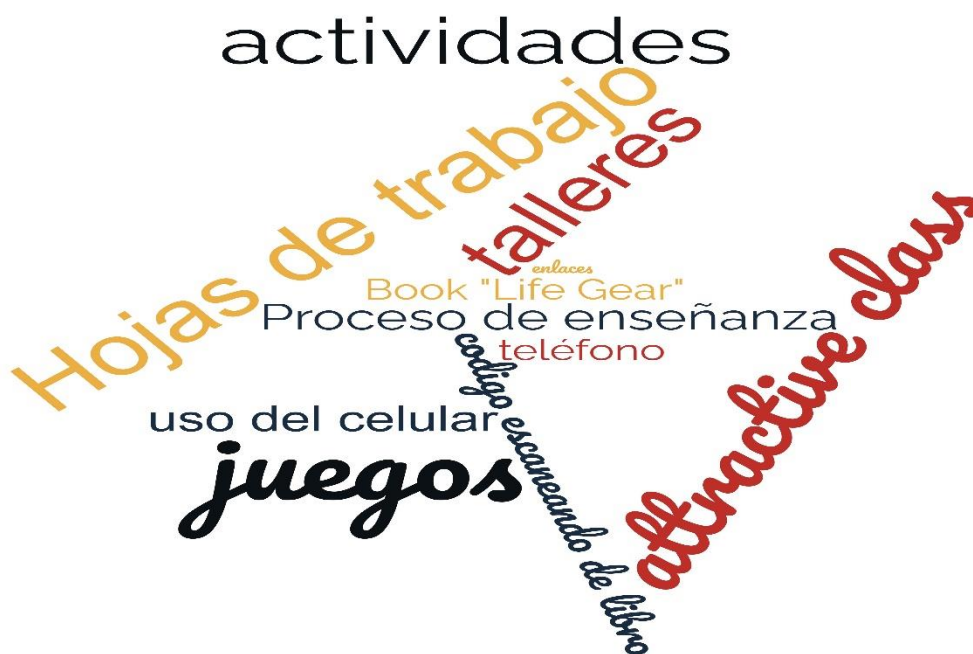
According to students' answers they think that English classes are well but they also want them to be more interactive because they feel that strategies like listening songs as well as learning those songs will help students to be more attentive to the class. They also added that it would be a great idea to make dynamic classes for them to practice more and learn English pronunciation in a better way so that they do not forget what they have learned through the whole academic year.

Question 2

What kind of web application does your English teacher use for teaching process?

Figure 2

Students' interview (question 2)



Source: nubedepalabras.es

Author: Ileana Lainez Vera

Students answered that their teacher does not use web applications to develop or help their learning process because they usually get distracted by technological devices so for the class it is better to use only the book or printed worksheets. A relevant information about the use of technology that the students mentioned was that in the book “Life Gear” there are links where they have to complete tasks and they liked it a lot because it is usually about interesting games that helps students to understand in a better way the topic of the class, consequently this games makes an attractive and interactive class.

Question 3

Would you like to include some technological resources in your English class?

Figure 3

Students’ interview (question 3)



Source: nubedepalabras.es

Author: Ileana Lainez Vera

In this question, most of the opinions were that adding technological resources for the classes will be great as long as the teacher have an excellent control of the technological devices in class. Therefore, sending homework by using technological devices are a better idea because in their homes students will have to control themselves to finish the task before doing anything else in their cellphones. Interviewed students added that to enhance their pronunciation they would like the teacher to include speakers where they can listen to the book's CD to hear the pronunciation in order for them to repeat correctly.

Question 4

Do you think that uploading videos to an online platform such as Flipgrid, about your favorite topic would help you develop your pronunciation?

Figure 4

Students' interview (question 4)



Source: nubedepalabras.es

Author: Ileana Lainez Vera

According to A2 level students they think that uploading videos to an online platform will help them to develop their pronunciation and vocalization because they have already use social platforms were they record them doing things that they like such as singing, or acting and they enjoy it a lot. Men said that it would be really helpful but it would be uncomfortable for them to record themselves talking in English as other classmates will see them. Students feel that it is easier learning English by listening and not by learning grammar rules.

Question 5

Could you mention one advantage and one disadvantage about using Flipgrid to develop your pronunciation?

Figure 5

Students' interview (question 5)



Source: nubedepalabras.es

Author: Ileana Lainez Vera

In this question the whole group said that between the advantages are that they learn English with new techniques, they would have more available and reliable information because that is what internet offers, they could interact with their classmates in a private way and as they record themselves they must practice before what they say in the video therefore they will acquire pronunciation abilities quickly. On the other hand, they mentioned that a few disadvantages could be that they will get distracted by other applications so it will take more time to finish their recording and of course they will need a great internet connection that not all of them have in their homes.

Question 6

Do you think as a students that you will enjoy this kind of online platforms to enhance your English pronunciation? Why?

Figure 6

Teachers' interview (question 6)



Source: nubedepalabras.es

Author: Ileana Lainez Vera

The principal issue that students mention is that when teachers try to add a new technological resource is the price of using a web application as some of them are payment required or the internet connection that they will need when doing their tasks at school or at home. The advantage of Flipgrid is that it is completely free and accessible for everybody. Even if students are from the first years, their parents can manage the application and they will enjoy recording videos as well as practicing their vocabulary. Another good advantage is that students can replay their own video to check their gestures and the way they have pronounced the words to improve it in the next task.

Analysis and discussion

All the opinions of students about pronunciation and its improvement through Flipgrid, which is handled with the dynamics of starting conversations through videos where students will have to practice what they want to say before recording for the understanding of the person or

groups where the message is addressed through video, it can be concluded the perceptions and the need of application of Flipgrid platform.

A2 level students were asked methodological structured questions for their understanding where in first instance it was necessary for the researcher to prepare a broad explanation about the dynamics of the web application and the academic use that students could take advantage of using it.

According to students the use of an application in which they are improving their English and also developing their creativity will make them more comfortable towards learning the English language. Some of them mentioned that with this kind of dynamism in the classes, such as using technology and capturing their attention with topics of their interest could call their attention a lot, it would even make them to enjoy more English classes and receive successfully all the information taught in classes which confirms the facts stated by Vietnamese researchers that concludes that Flipgrid as an online video community forum it can help students to improve pronunciation, speaking and collaboration among students so it is necessary to use this online application to improve English Learning. (Della Nuridah Kartika Sari Amirulloh, 2020)

Students mentioned that Flipgrid application was very similar to the TikTok social network, with the difference that Flipgrid has more academic regulations regarding the kind of videos that are uploaded depending on the purpose for which it is used. The interviewees showed great interest in learning more about Flipgrid. It is commonly known that involving technology in learning could finish in an effective learning tool.

The previous fact can be contextualized with another investigated theory where Flipgrid was applied through an academic period in which students recorded five videos about different academic topics in which students concluded that Flipgrid is an excellent online system to

develop pronunciation, motivation, and confidence when speaking and pronounce words and also they increase their vocabulary a lot. (Lozada., 2021)

An investigation about the effectiveness of online Platforms after pandemic Covid 19 concluded that students prefer online platforms that have a higher level of content richness, to be able to implement the three dimensions of users' situation awareness (perception, comprehension and projection) (Ayoubi, 2021) . Relating this information with this research, student highly expressed that the use of Flipgrid could enhance their imagination, creativity and self-confidence by making their own videos and creating new pedagogical content to determine their own strengths and weaknesses through reviewing their own process, thus helping to improve their social-emotional skills. It is important to mention that in Unidad Educativa “Virgen del Cisne” they already learn through web pages such as: Idukay, Liveworksheets and Quizzes as online tools however this platforms only evaluate writing, grammar and reading but those tools are lack of speaking practice.

Fortunately, it was possible to capture answers that support the objectives of this qualitative research project. In accordance with the legal, academic and methodological guidelines mentioned above in this research study A2 level English students were able to answer all the question, therefore they were very explicit with their answers.

According to all the information previously mentioned by the students it can be perceived that a positive attitude towards the proposal of using Flipgrid platform exists.

Interpretation of the Observation

The observation method was also done by the researcher during class hours in which students were about to review all the grammatical rules that they have learned. The dynamic of

the English teacher was that students bring material to teach and to evaluate between students. All the students had to bring a poster with the explanation of the grammatical tense assigned by the teacher and also bring worksheets about the same topic in order to evaluate their partners when the explanation (presentation) concludes.

The researcher, through an observation sheet, wrote down all the relevant events related to the level of abilities that students had on their speaking skills with the contrast from other English skills such as grammar, reading and listening. The indicators established in the observation sheet were classified as "Achieved or not achieved" according to the language skills that each student performances in their oral presentation. When students started their presentations most of them were very anxious, nervous so they lowered their voice levels, their fluency was poor and due to this students mispronounced words.

Contextualizing the previous information with a proved theory from a research about Examining Levels and Factors of Speaking Anxiety among EFL Libyan English Undergraduate Students concluded that there are three factors that cause speaking anxiety among EFL Libyan undergraduate students namely communication apprehension, fear of negative evaluation and low self-confidence. (Toubot, 2018)

Contrasting students lack of speaking abilities, when students were answering their worksheets they finished very quick even though they did not understand their partner's explanation because this were topics that they had already learnt so they know a lot about grammar tenses because all their English class are about learning new grammar rules.

A2 level students' pronunciation skills in school are poor due to their nervousness and anxiety when speaking in front of others because they are afraid of mispronouncing words as they do not feel confident enough. In addition, the students show a lack of interest in English as

they seem to be bored in class. From the above, we can determine that the current state of their pronunciation skills as well as their emotional skills were classified as not achieved, evidencing the need to implement this tool.

CHAPTER V

REFLEXIONS OF THE STUDY

According to the development of the research, the general objective has been evidenced through the application of the necessary instruments to the students resulting in the need to improve their pronunciation skills as well as their socioemotional deficiencies supported by the Flipgrid tool.

According to the first specific objective it is evident that there is a need to apply Flipgrid given the current state of their pronunciation skills due to the situations that occur within the classroom among which we can mention that the pronunciation skill is not something that is practiced regularly like the other skills of reading, listening and grammar because most of the time they are only governed by the workbook. Another unfavorable situation occurs when there are speech presentations in the classroom, in which the teacher only listens but does not correct their pronunciation and the class evaluation consists of applying a grammar worksheet, which brings as a consequence that the student does not know their faults.

According to our second specific objective we can conclude that students perceive that Flipgrid is an enjoyable application that works through word repetition and video recording to complete the application tasks; this confirms that their attention will increase in English classes involving technology.

Regarding the development of social skills raised in the third specific objective it can be indicated that by using Flipgrid, students will improve their cooperation and group work because they will ask other classmates to record them or listen to the spoken content that will be uploaded to the application, so they will help each other when there is wrong or mispronounced grammatical information. Learners will be involved in a collaborative task in an unconscious way thus improving their self-confidence.

In conclusion, according to the stated objectives it is possible to establish that Flipgrid would be a suitable tool to improve the deficiencies presented by the students with respect to their pronunciation skills and the improvement of their socioemotional skills in an academic context.

Continuing with the reflections of this study will now expose the researcher's experience indicating that in the first instance the students were quite difficult to handle due to their age fluctuating between 16 and 17 years old; however, Flipgrid seemed to be enjoyable and interesting for the students because they think it is a new way to learn English having online evidences of their progress in order to improve their pronunciation.

As part of the life lesson learned from this research and taking into account that the researcher is about to become an English teacher, he/she must know how to adapt to the context of a globalized world in which research and the discovery of new teaching tools is vital to achieve high levels of education and improve students' learning so that generation after generation their quality of life improves through education as the main axis of a productive society.

The research project allowed us to learn about the reality of English teaching in Ecuador by analyzing the content of the books, according to which the students stated in the interview

that they are not motivated by the use of books in which they do not understand most of the activities. Contrasting the above information with an Ecuadorian thesis on the Teaching of English as a Foreign Language and Development of Linguistic Competencies, the contextualization of the different books provided by the government to the institutions does not fully satisfy the institutional needs. The exercises provided in the texts in some cases do not correspond to the communicative method. For this reason, teachers should bring additional worksheets and in order to better address the objectives of a class (Ledesma, 2019).

The research showed that the most common failures when teaching English in schools are: less motivation, too much grammar teaching, not very dynamic classes, low understanding of the language and little interest. It is very important to mention that it is a consequence of the poor distribution of skills in English learning. As a researcher it is considered that all skills are important so they can be taught with the same relevance and consistency as grammar or reading.

At the beginning, when this study started, it was not seen that the project could be successful, because previous researchers showed many theses that failed in their attempts to immerse Flipgrid in the teaching context, but as the research went deeper it was discovered that many people from different countries such as Japan, Lebanon and The United States were already using this platform for school, work or just to socialize.

It was thought that the application was not successful at that time because there are people who do not like to be recorded, let alone if the uploaded videos will be public for people who speak a lot of English. Fortunately, when the researcher downloaded the app he was surprised to find that all the groups were very private. In addition, this kind of privacy will help students lose the fear of being recorded and listened to by their own peers.

For future research it would be wise to focus on the objective determining why pronunciation is not as important as other skills. When dealing with foreign people, the first thing the learner needs to know is how to communicate and almost never will a normal conversation be about grammar rules or reading; then it is relevant that the person has English skills when interacting with third parties through the pronunciation of the words spoken in a conversation.

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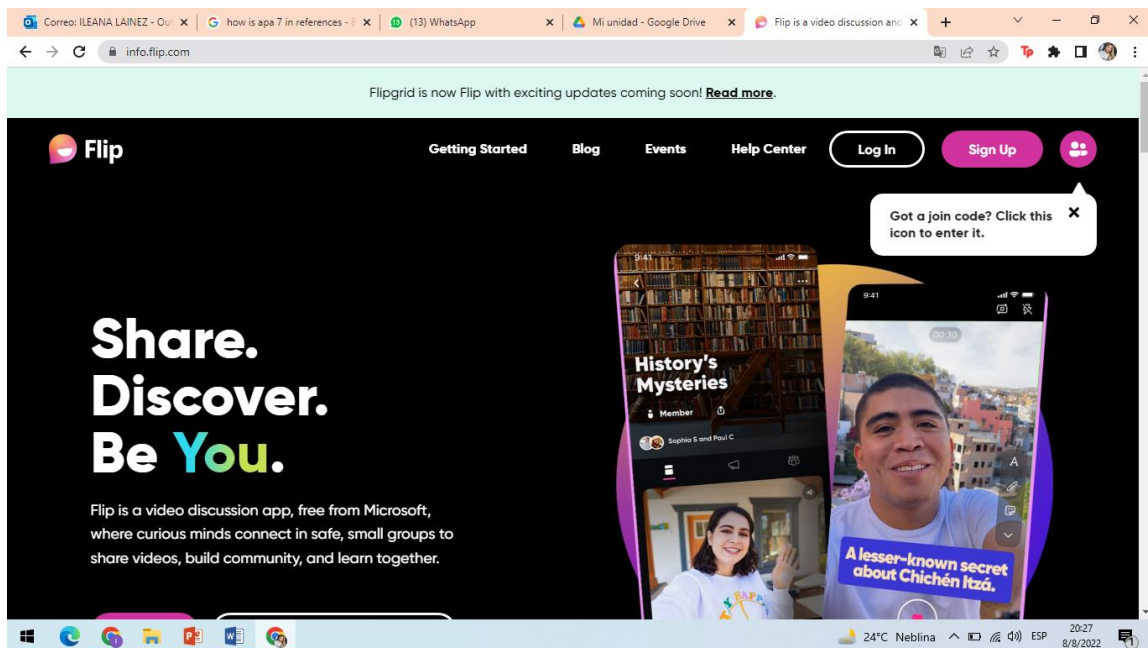
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ANNEXES

Annexe 1: FLIPGRID ONLINE PLATFORM

Figure 7



Annexe 2: Cambridge A2 Online tests

Figure 8

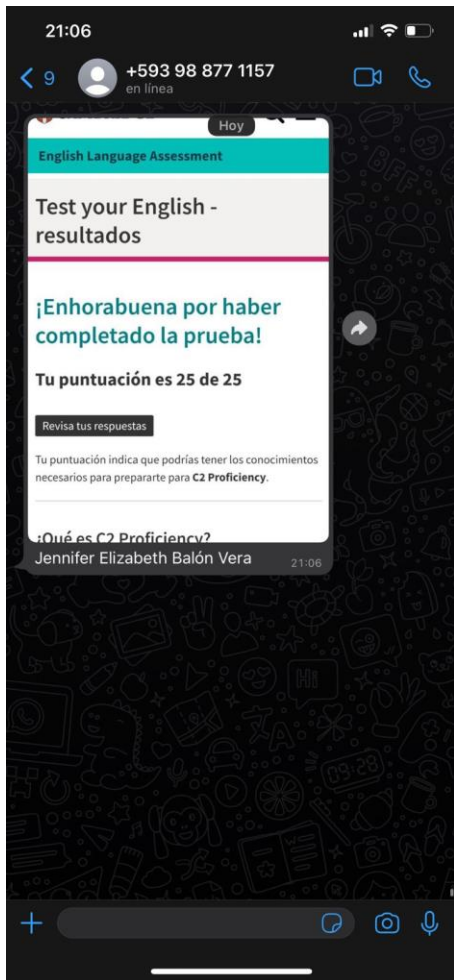


Figure 9

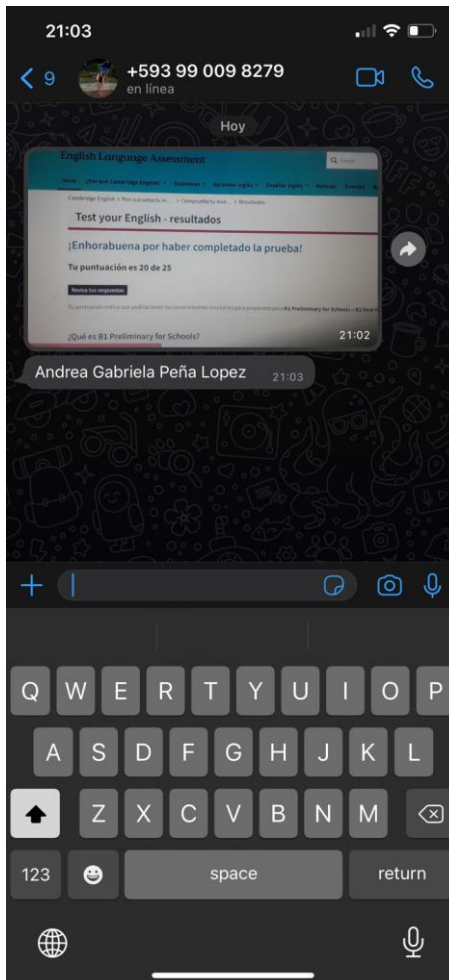


Figure 10

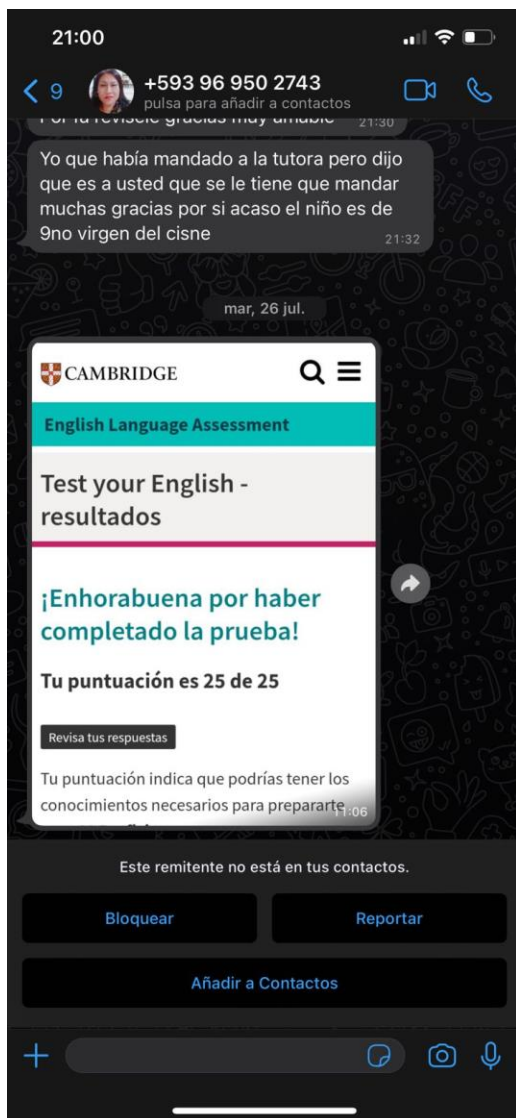


Figure 11

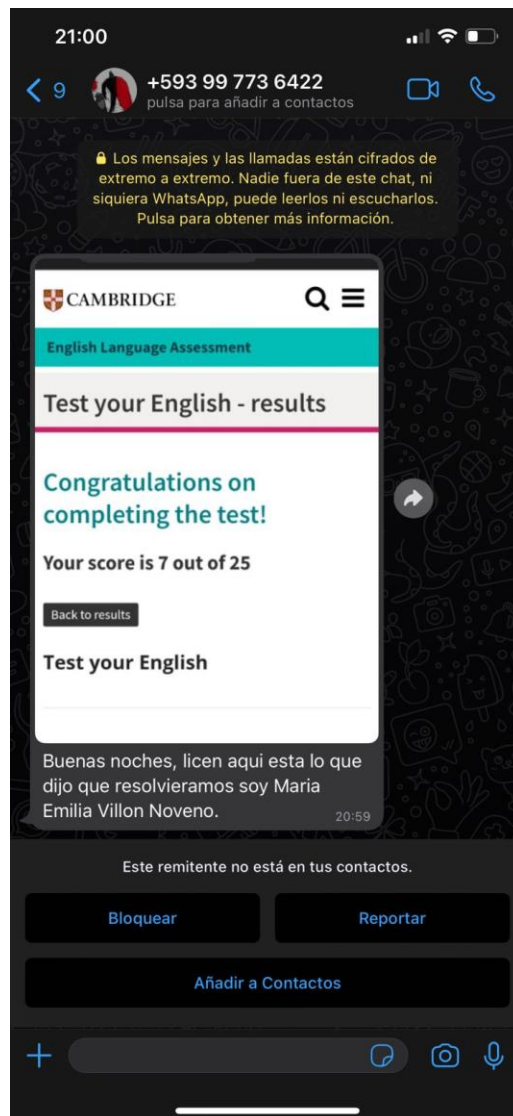


Figure 12

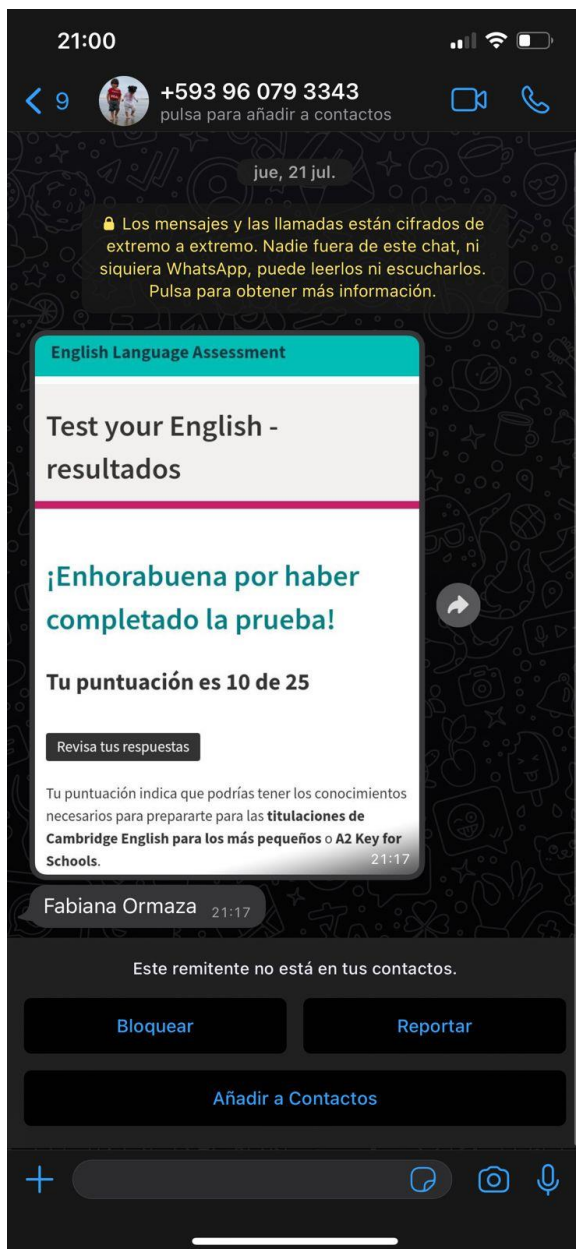


Figure 13

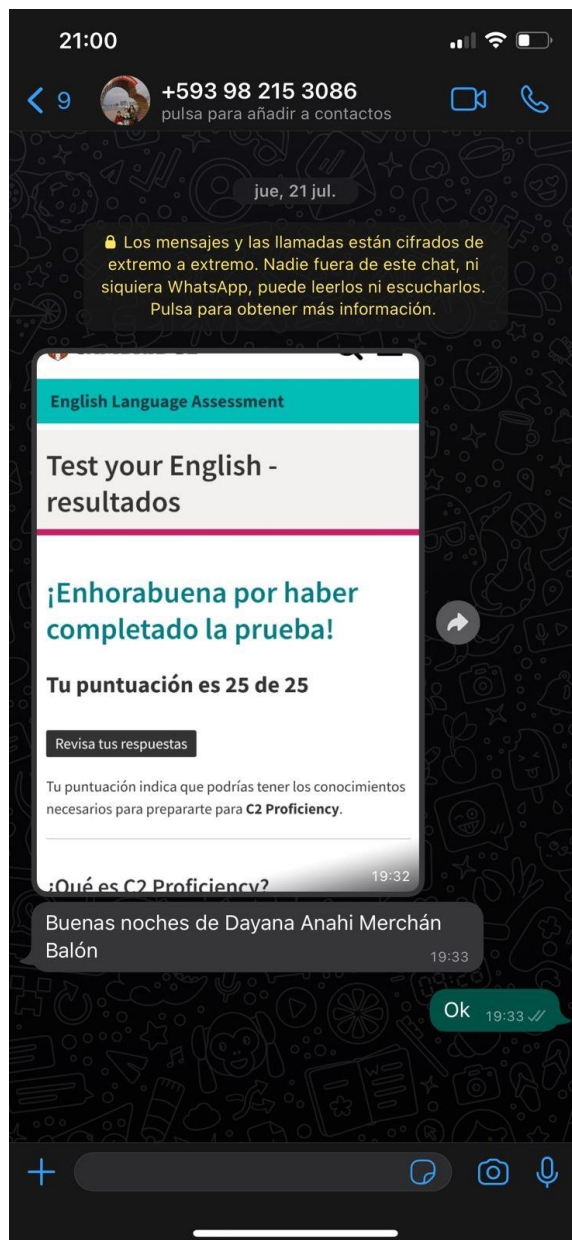


Figure 14

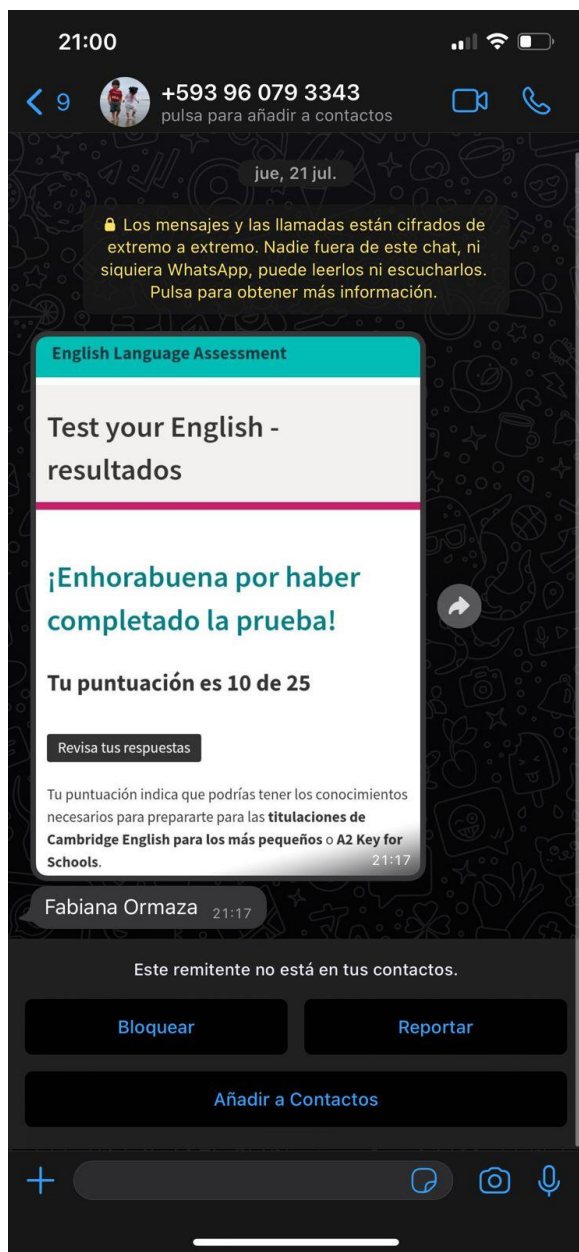
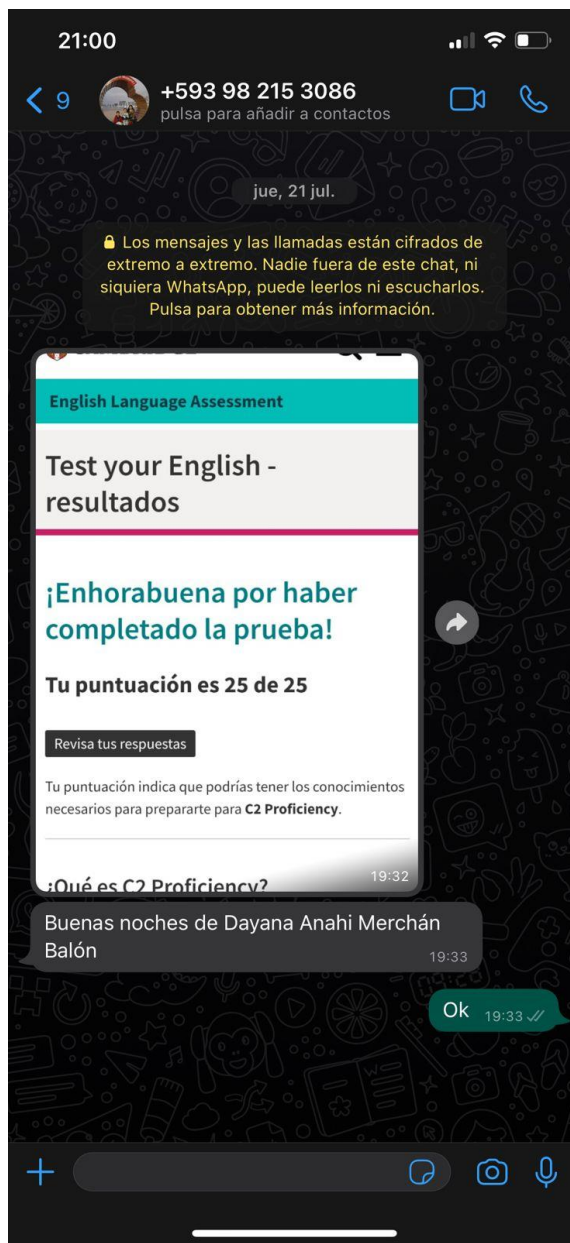


Figure 15



Annexe 3: Questionnaire for A2 level students conducted through zoom.



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

INTERVIEW TO A2 LEVEL STUDENTS (16-17 YEARS OLD)

Question 1: What is your opinion about your English class? Are there some aspects that you would like to include?

Student 1: para mi esta bien como dan las clases...

Student 2: la clase de inglés es un poco complejo pero si incluimos actividades más didácticas o más interactivas llamaría la atención de los estudiantes. Entonces deberían de incluir actividades donde poder divertirnos pero al mismo tiempo aprender ingles

Student 3: las clases de inglés son muy interesantes e interactivas gracias a la profesora, lo que hace que aprendamos más rápido una lengua diferente.

Student 4: me parece bien la clase de inglés pero creo que se debería aumentar más el inglés al momento de hablar en clase y practicarlo con canciones para poder hablar un poco mejor el inglés.

Student 5: me parece bien porque tenemos la oportunidad de aprender el inglés y le aumentaría otro idioma.

Question 2: What kind of technology does your English teacher use for English learning?

Student 1: No lo hace porque muchas veces al tener el teléfono o un aparato tecnológico nos distraemos y no llegamos a captar lo que debemos aprender.

Student 2: si utilizamos el teléfono, porque realizamos talleres del libro escaneando un código, y así trabajamos.

Student 3: Rara vez usamos teléfonos, pero si cuando trabajamos en el libro porque allí hay enlaces de actividades.

Student 4: se utiliza el celular para hacer unos jueguitos que salen en el libro de inglés.

Student 5: La miss a veces utiliza el celular para hacer actividades en clase mediante un código.

Question 3: Would you like to include some technological resources in your English class?

Student 1: los profesores deberían hacer uso de tecnología porque así la nueva generación podrían prestar más atención a las clases haciéndolas más dinámicas.

Student 2: pues bueno gracias a la tecnología podemos buscar más material interactivo con el que podemos aprender de otra manera a hablar mejor el inglés.

Student 3: si nos ayudaría ya que nos permitiría poner en practica todo lo aprendido, a nivel de pronunciación y vocalización

Student 4: me gustaría que incluyera una computadora con parlantes para poder escuchar audios en inglés o músicas en ingles en donde se pueda poner también el cd Del libro

Student 5: Si porque ayudaría a captar nuestra atención ya que nosotros usamos mucho el celular para otras cosas no académicas y sabemos cómo se maneja a la perfección.

Question 4: Do you think that uploading videos to an online platform about your favorite topic would help you to develop your pronunciation?

Student 1: si nos ayudaría ya que nos permitiría poner en practica todo lo aprendido, a nivel de pronunciación y vocalización

Student 2: yo creo que al realizar videos entre compañeros sería más eficiente el aprendizaje del mismo

Student 3: si, ya que practicamos es mucho mejor lo bien que pronunciamos ya que podemos saber cómo se escribe pero no sabes cómo pronunciarlo. Aunque puede pasar que sepamos hablarlo pero no escribirlo, por lo tanto hay pros y contras.

Student 4: viendo videos como talleres, así si podemos entender un poco más el ingles

Student 5: Si seria de mucha ayuda pero tambien se supondria un problema para quienes no tenemos buena conexion a internet.

Introduction about Flipgrid.

Question 5: Could you name one advantage and one disadvantage about using online applications to develop your pronunciation?

Student 1: ventaja: aprendemos más con mejores técnicas desventaja: nos distraemos con el celular u otra aplicación

Student 2: una ventaja es que tendremos más contenido disponible en el que trabajaremos...y la desventaja seria que hay que tener una buena conexión a internet para poder trabajar bien bueno siempre y cuando sea una App que necesite de internet

Student 3: la ventaja es que se interactúa y generaremos nuestro propio conocimiento para un mejor aprendizaje

la desventaja es que nos acostumbraría a solo usar aplicaciones, otra desventaja es que no siempre tienen las herramientas necesaria para aprender

Student 4: DESVENTAJAS: requiere conexión a internet, VENTAJAS: proceso de desarrollo más sencillo y económico

Student 5: Cabe recalcar que hay muchas ventajas como el dinamismo, la creatividad que desarrollaremos y el interes que nos aporta. Tambien encuentro desventajas como la conexion a internet y el tiempo que grabar un video requiere.

Question 6: Do you think as a students that you will enjoy this kind of online platforms to enhance your English pronunciation? Why?

Student 1: Yo creo que si porque es una forma entretenida de aprender y ayudaris a captar lo que la miss nos enseña en cada clase..

Student 2: Si usamos plataformas virtuales nos va a gustar mucho porque harán la clase interactiva.

Student 3: Si porque seria una manera innovadora de aprender, saldríamos de lo tradicional.

Student 4: Seria divertido aprender a manejar esas plataformas que nos podrían ayudar mas adelante a estudiar

Student 5: Cuando estuvimos virtual no incluyeron muchas plataformas pero habían profesores que grababn la clase para que podamos verla nuevamente si algo no nos quedo claro y eso es en lo que podría ayudarnos esta aplicación.

There was 10 students interviewed, the ones transcribed here are the most relevant avoiding repetition

Annexe 4: Evidence of students' interview through zoom.

Figure 16

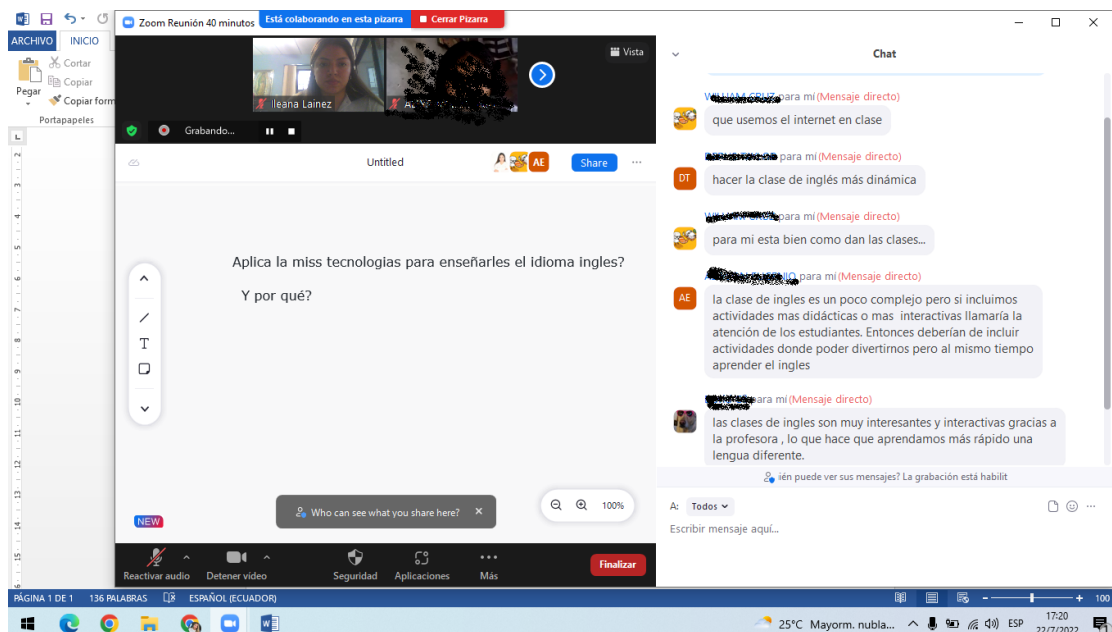


Figure 17

The image shows a Zoom meeting interface. The main window displays a whiteboard with the text: "Creer ustedes que subiendo videos academicos hablando inglés a redes sociales, les ayudaría a practicar la pronunciación de las palabras en inglés?". The whiteboard has a toolbar with options for bold, italic, underline, and font size (16). The meeting title is "Zoom Reunión 40 minutos" and the participants listed are "DERLIS TAYLOR" and "WILLIAM CRUZ". The chat window on the right shows several messages:

- AE: porque no lo hace: muchas veces al tener el teléfono o un aparato tecnológico nos distraemos y no llegamos a captar lo que ella quiere enseñar
- WILLIAM CRUZ para mi (Mensaje directo): si utilizamos el teléfono, porque realizamos talleres del libro escaneando un código, y así trabajamos
- David Gil para mi (Mensaje directo): los profesores deberían usar tecnología porque así la nueva generación podrían prestar atención a las clases haciéndolas más dinámicas.
- DERLIS TAYLOR para mi (Mensaje directo): la miss hace el uso de los teléfonos raras veces xq en el libro hay enlaces de actividades
- ALLYSON EUGENIO para mi (Mensaje directo): porque si lo usa: pues bueno gracias a la tecnología podemos buscar mas material interactivo con el que podemos aprender de otra manera

The bottom of the screen shows the Windows taskbar with the date 22/7/2022 and time 17:25.

Annexe 4: Observation Sheet

Speaking and Listening Observation Sheet

Lesson focus: Grammar Tenses review. (Present, past, future tenses)

Observer: Ileana Carolina Lainez Vera (Researcher)

Class: 2nd Baccalaureate (A2 English Level students)

Date: July 3rd, 2022

	ACHIEVED	NOT ACHIEVED
Speaker used to:		
Summarize	✓	
Make comparisons	✓	
Do connections		✓
Reflect upon new knowledge	✓	
Seek clarification		✓
Be fluent		✓
Clear		✓
Loud enough to be heard		✓
Talk based on concrete learning experiences	✓	
General observations		
All pupils encouraged to listen and respond e.g. to story, poem, group presentation, strategies	✓	
Pupils are clear about their talking roles within the lesson.	✓	
Talking is a positive experience - no pupil is put 'on the spot'.		✓
Planning demonstrates strategies being used on a regular basis.	✓	
Teacher support is used effectively to promote speaking and listening	✓	

<p>Other strategies observed:</p>	<p>Grammar worksheets about the tenses that students reviewed through presentations.</p>
<p>Targets</p>	<p>The principal target of the class is to remember all the grammar rules seen until the present year.</p> <p>The principal target of the observation is to study the students' levels of pronunciation and their speaking performances.</p>

Source: <https://studylib.net/doc/7449093/speaking-and-listening-observation-sheet>

Annexe 5: ANTIPLAGIARISM URKUND REPORT

Figure 18



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

La Libertad, August 9th, 2022

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "FLIPGRID FOR THE DEVELOPMENT OF ENGLISH PRONUNCIATION IN A2 LEVEL" prepared by ILEANA CAROLINA LAINEZ VERA undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Major, School of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 1% of the permitted assessment, therefore this report is issued.

Sincerely,

ING. TATIANA GARCÍA VILLAO MSc.

ADVISOR

Original
by URKUND

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Submitted	8/9/2022 9:42:00 AM
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Submitter email	ileana.lainez@upse.edu.ec
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